
The Cornish Colony, 1885-1925

Unit 2

Standards:

- We hope you and your students will enjoy the material presented in this curriculum, which is appropriate for grades 7-12.
- These lessons are aligned with National Education Standards for grades 5-12. The National Standards are more global in nature; therefore there will not be a different corresponding National Standard for each of the State of New Hampshire Department of Education Frameworks and Standards in Art, Language Arts, and Social Studies.

National Education Standards

▪ **Language Arts**

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. (p. 2.2)

▪ **Visual Arts**

5-12.2. Using knowledge of structures and functions (Activity 1: Portraiture)

5-12.4. Understanding the visual arts in relation to history and cultures. (Cornish Colony Artists Images and Text; Activity 2: Landscape Design)

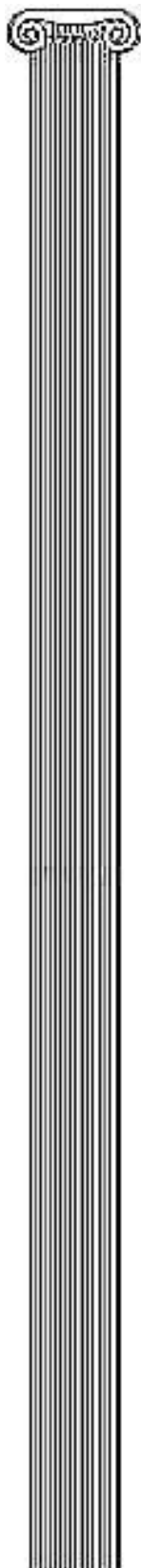
5-12.6. Making connections between visual arts and other disciplines. (Activity 1: Portraiture; Activity 2: Landscape Design; Activity 3: Tableaux Vivants; 2.1 “What Have You Learned?” worksheet-Independent Study)

New Hampshire Curriculum Framework

▪ **Language Arts**

Curriculum Standard 3: Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically. (p. 2.2)

▪ **Social Studies/U.S. History**



Curriculum Standard 17: Students will demonstrate knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire...and explain, using examples how...literature and the arts reflect, maintain, and transmit our national and cultural heritage. (p. 2.2)

- **Visual Arts**

Curriculum Standard 2: Students will create works that use the elements of art and principles of design to solve specific visual arts problems (grade 12). (Activity 1: Portraiture)

Curriculum Standard 4: Students will identify artists who have used NH and New England as their subject and know where such works may be viewed (grade 8). (Cornish Colony Artists Images and Text); Students will create a work of art that reflects historical and/or cultural context (grade 8). (Activity 2: Landscape Design)

Curriculum Standard 6: Students will use knowledge of other subject matter to enhance their artwork (grades 9-12). (Activity 1: Portraiture; Activity 2: Landscape Design)

Curriculum Standard 7: Students will understand the range of careers in the field of visual arts and identify careers associated with this field. (2.1 "What Have You Learned?" worksheet- Independent Study); Students will analyze, critique, and construct meanings from works of theater, and constructively evaluate their own and other's collaborative efforts and artistic choices in informal and formal productions (grade 12). (Activity 3: Tableaux Vivants)

Goals:

- Students will **locate Cornish, NH**, on the map in relation to urban centers of Boston and New York.
- Students will **research and prepare a short biography of a Cornish Colony member** to present to the class.
- Students will **draw a portrait** (Activity 1).
- Students will **learn symbols used in architecture** and will "read" a site plan and **design their own landscape plan** (Activity 2).
- Students will enact one of the most popular entertainment forms of the late 19th century, "**Tableaux Vivants**" (Activity 3).

Objectives:

- This unit requires reading, research, public speaking, and mathematical and drawing skills.

Instructional Strategies:

- **Map Activity:** Students will locate Cornish, NH on the map handout.
- **“The Cornish Colony: A List of Members” worksheet:** Students will brainstorm as a group different career media such as **sculptors, painters, journalists**, etc. and will list Cornish Colony artists who worked in these career categories.
- **Cornish Colony Images:** Teachers will show images to introduce artwork produced by various Cornish Colony artists to their students.
- **Readings “2.1- Meet the Cornish Colony”, “2.2- Cornish Houses and Gardens,” and “2.3- Cornish Leisure Time:”** Students will complete the three readings and answer the interpretive questions from the “What Have You Learned?” worksheets.
- **Independent Study:** Students will research a member of the Cornish Colony and will present a three-minute biography to the class. In this way, more information can be shared and the diversity of the Colony will become apparent.
- **Looking Deeper:** Students will look at primary sources about the creative planning required in landscape design and will be able to define the landscape concept of a "built environment."

Follow-up Activities:

All Activity lessons are designed to bring the selected art process to life and into the student's experience. Understanding the process is invaluable in appreciating the creative thinking and skills involved in producing a work of art. Activities may be done in the class or in conjunction with the art or language arts teacher.

- **Activity 1- Portraiture**
- **Activity 2- Landscape Design**
- **Activity 3- "Tableaux Vivants"**

Resources and Materials:

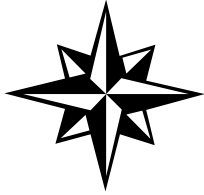
- **Images with script**
- Flip chart/markers

Handouts:

- **Map**
- **“Educational Opportunities” worksheet**
- **Cornish Colony members list**
- **Readings “2.1- Meet the Cornish Colony”, “2.2- Cornish Houses and Gardens”, and “2.3- Cornish Leisure Time”**
- **“What Have You Learned?” 2.1 and 2.2**
- **“Looking Deeper: Scenes from Cornish Gardens”**
- **Masque of Ours: The Gods and the Golden Bowl” handout**

Glossary:

balustrade
classical
collaboration
Italianate (adj.)
loggia
masque
patron of the arts
pergola
philanthropy
tableaux vivants (tab-low vee-vaahnt)



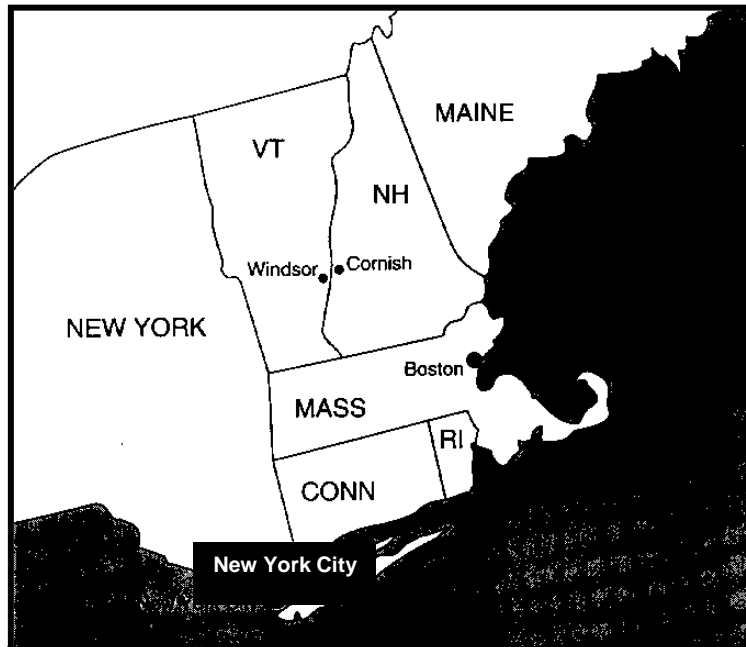
Map Handout

As you begin to study the Cornish Colony, locate Cornish, New Hampshire, on the maps, especially as it relates to the urban centers of Boston, Massachusetts, and New York City.

The train was the most efficient way to travel at the time. It took about nine hours to ride from New York City to Windsor, Vermont (the closest railroad station). Although this sounds inconvenient, trains ran frequently.

Map 1

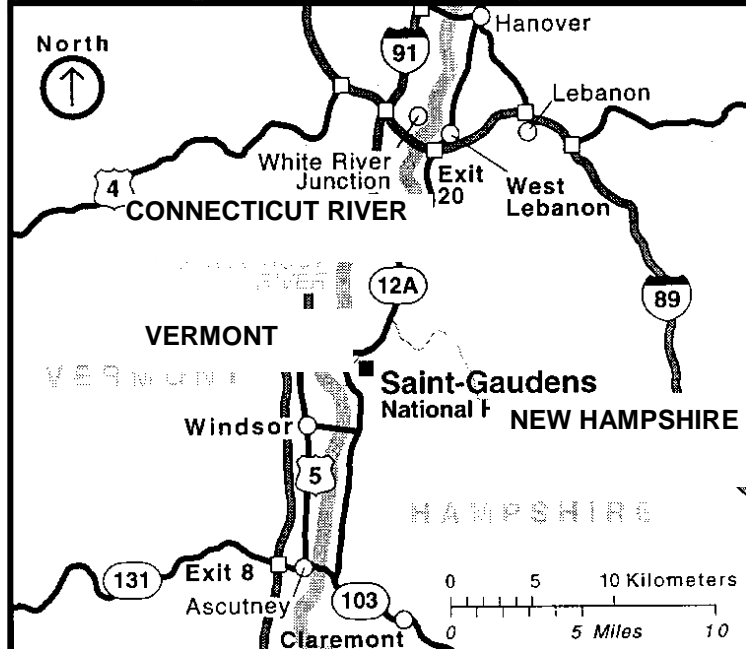
Cornish, New Hampshire, and the surrounding region.



Map 2

Saint-Gaudens National Historic Site, Cornish, New Hampshire, and the surrounding area.

(National Park Service)



Educational Opportunities

Art Schools

The following is a list of Art schools, both in the United States and abroad, in which many of the Cornish Colony artists studied. Many lasting social friendships were made during these student days. These would lead to many important professional collaborations.



In the United States:

- The Art Students League- New York City, New York
- Cooper Union- New York City, New York
- Pratt Institute- Brooklyn, New York
- Pennsylvania Academy of the Fine Arts- Philadelphia, Pennsylvania
- Art School at the Museum of Fine Arts- Boston, Massachusetts
- Cowles Art School- Boston, Massachusetts
- Kansas City Art League School- Kansas City, Missouri
- Art Institute of Chicago- Chicago, Illinois
- McMickens Academy- Cincinnati, Ohio

In Europe:

- École des Beaux Arts- Paris, France
- Académie Julian- Paris, France
- American Academy- Rome, Italy
- The Royal Academy- Munich, Germany

Art Colonies

Many art colonies came into being in America during the end of the 19th century and early years of the 20th. Various motivations inspired a gathering of artists to live and work within a community, where they could enjoy mutual inspiration and sociability. It was a nurturing experience. For the most part, these colonies were seasonal.

- The Cornish Colony in Cornish, NH (had close ties to the Dublin Colony)*
- The Art Colonies of Old Lyme and Cos Cob, Connecticut
- The Colony at Provincetown on Cape Cod, Massachusetts
- The Dublin Art Colony in Dublin, NH (had close ties to the Cornish Colony)
- The MacDowell Colony in Peterborough, New Hampshire (still in existence)
- The Peconic Art Colony in Peconic, Long Island, New York

* Cornish, unlike some of the other colonies, was not created around a school or institution. It developed around the personality of Augustus Saint-Gaudens. It grew to include painters, sculptors, illustrators, architects, landscape designers, novelists, journalists, playwrights, poets, musicians, theatrical performers, patrons of the arts, and public statesmen. Many of these artists had met during their formative years, both in the United States and abroad, and so they already shared experiences, artistic values, and friendships before coming to Cornish.